



## **Redesign Plan**

**Kenwood Elementary School**

**Cadillac Area Public Schools**

Ms. Kelly Buckmaster, Principal  
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# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

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**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	Cadillac Area Public Schools has adopted iObservation Evaluation system from Learning Sciences Marzano Center as the teacher evaluation tool.	Marzano Teacher Observation Protocol

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	Cadillac Area Public Schools has adopted iObservation Evaluation system from Learning Sciences Marzano Center as the administrator evaluation tool.	Leadership Evaluation Tool

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes	Cadillac Area Public Schools assures that Kenwood Elementary School has the authority and autonomy to implement all redesign plan requirements as written.	

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes	Cadillac Area Public Schools has worked collaboratively with the Cadillac Education Association to agree on an addendum to our current collective bargaining agreement which will allow Kenwood Elementary School to implement the necessary school interventions outlined in the redesign plan. This addendum will meet standards laid out in subsection (a) and subsection (b).	Executed Addendum between CAPS and CEA Letter of Agreement between CEA and CAPS

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	There was no meeting held prior to August 1, 2014. We worked with our Cadillac Education Association on a Letter of Agreement and have attached that document to meet this requirement. This is based on the guidelines given to us by the leadership provided by MDE.	



## Redesign Plan

Kenwood Elementary School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes	Cadillac Area Public Schools understands that if we fail to develop an approvable plan, or make satisfactory progress on our transformational priority school plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may place Kenwood Elementary school under the control of the State School Reform/REdesign School District (SSRRD). Should Kenwood Elementary fall under the control of the SSRRD, a state imposed intervention model and addendum to the collective bargaining agreement would occur.	Kenwood Redesign Signature Page

# **Transformation Redesign Diagnostic**

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Kelly Buckmaster, Principal Kenwood Elementary kelly.buckmaster@cadillac.k12.mi.us

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Jon Hartwig, MSU / MDE assigned facilitator rjonhartwig@gmail.com

## **PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

Through a collaborative review process based on discussions during Priority School Planning, Kenwood Elementary has selected the Transformation plan for rapid reform and increased student achievement. After reviewing MEAP data and discussing causal categories for the lack of increase in student achievement we have narrowed our focus for three big ideas of change at Kenwood Elementary.

### **Big Idea #1**

To increase student achievement, Kenwood Elementary will focus on the development of teacher knowledge, skills, and disposition. With a focus on collaboration and job-embedded professional development for instructional staff, we will increase teacher's knowledge and skills in all core areas (Math, Reading, Science, Social Studies, and Writing). Teachers will be intentional and knowledgeable with best practice instructional strategies.

**Big Idea #2** To increase student achievement, Kenwood Elementary will strengthen the development, awareness, implementation, and communication of curriculum in all core areas. We will align core content areas in scope and sequence so it is clear what has to be taught and when it needs to be taught.

Teachers need to have collaborative time to review, map, and align the curriculum according to current standards to ensure implementation.

### **Big Idea #3**

Student achievement will increase with the development of a positive culture and climate at Kenwood Elementary. Currently, Kenwood lacks student, staff, and community pride and parent engagement which impacts student achievement. The research indicates building positive relationships with students directly correlates with student achievement. An ongoing schoolwide behavior support and recognition system will be implemented in order to build positive relationships and recognize/reward appropriate behaviors.

**State what data were used to identify these ideas**

Prior to priority school designation and collaborative learning cycle data discussions, Kenwood Elementary has not been truly a data driven school. Teachers discussed that the data has not been utilized to change the way they are instructing students. Reviewing MEAP data and forming broad assumptions then narrowing through data dialogue the causal factors affecting low scores was actually a liberating growth process for the teachers and helped transition from recognizing the problem to developing the solutions. MEAP trend analysis indicated a common lack of achievement in all areas. At the current rate Kenwood must make major gains each year to reach proficiency targets in all areas. In order to capitalize on this process and continue to incorporate positive changes to make the most gains, our focus will be on providing an environment with mutual respect, attentive listening, the right to participate, and appreciations.

## **PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

Principal Replacement 1 A:

Cadillac Area Public Schools hired a new principal, Kelly Buckmaster, to begin the 2013/2014 school year. This new principal meets all five turnaround competencies and was hired as a direct result of the District's data analysis of declining student achievement at Kenwood. In hiring Kelly Buckmaster, Kenwood Elementary gained an instructional leader with demonstrated successful experience in turning around a neighboring school district's "Focus" elementary school. Principal Buckmaster in analyzing her staff and in doing effective evaluations, implemented improvement plans where necessary. By the end of 2014, several teachers were reassigned based on their professional strengths. Likewise, based on District data, highly qualified teachers from within the District were selected to move into Kenwood and other newly hired, highly qualified and skilled teachers, were brought in to fill newly created vacancies. Principal Buckmaster also used building level data to help realign teaching assignments and schedules - grade level and specials.

Likewise, Principal Buckmaster identified cultural, behavioral, and organizational norms that needed to be addressed. As a result, professional development has been targeted to support professional learning communities, school wide Positive Behavior Intervention Support (PBIS), and Tribes training. Specials, lunch, and recess schedules were also adjusted to support student success. Additionally, curriculum alignment, common assessments, and progress monitoring for student success are being addressed. A new Instructional Literacy Coach position has been created to support teachers in the classroom and an elementary counselor has been hired to give added support within the building for other identified issues that were preventing all students from being successful. In addressing the changes necessary for Kenwood's success, Principal Buckmaster worked with her staff to create a Priority School Team which identified the critical "Big Ideas." Collectively they identified three specific "Big Ideas" to target: 1. Increase teacher knowledge and skill, 2. Curriculum implementation communication and assessment 3. Culture and climate.

Build Leadership Capacity 1B:

The District (Superintendent) has been actively involved throughout the restructuring processes at Kenwood and supportive of the building administration and staff. To support the leadership at Kenwood, the District has encouraged and supported having another district elementary principal meet weekly with Principal Buckmaster as a supportive colleague and leader. Likewise, the District has contracted with private consultants to meet with Principal Buckmaster on a flexible (bi-monthly) basis to provide help in monitoring progress, critical feedback and to provide encouragement. These consultants have extensive experience in supporting school leaders. Additionally, the District has authorized the creation of a new position, a Literacy Coach, to support all staff - particularly teachers directly in the classroom. This position fully supports the "Big Idea" of increasing teachers' skills and knowledge in the classroom, and is being paid for out of the "set aside" Title funds allocated to Kenwood Elementary. Beyond the support of hiring people to train and support the leadership and teachers in the building, the District is also investing in sending key building leaders for professional development. These leaders include; the Principal, the Instructional Literacy Coach, and selected staff teams. These staff teams will receive training to help implement new programming specifically targeted in the "Big Ideas," and will be directly involved in training to lead and implement PBIS and PLC's.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.**

Educator Evaluation and Administrator Evaluation 2A & 2B:

Cadillac Area Public Schools has collaboratively worked with the teaching and administrative staff to select the educator evaluation tool, iObservation, as the instrument to evaluate both teachers and school leaders -administrators. This collaborative process was done with a committee of teaching and administrative staff and shared with board members before final adoption. This evaluation tool meets the criteria as outlined in our state's statute and is one of the four models approved by the State of Michigan. This new evaluation tool will be implemented across the district beginning with the 2015-2016 school year.

The teacher evaluation model focuses on four domains, all of which focus on student achievement. Domain one is of primary significance - Classroom Strategies and Behaviors. Domains two through four continue the evaluation support process with domain two focused on planning and preparing, domain three focused on reflecting on teaching and domain four focused on collegiality and professionalism. The school leadership model focuses on five domains. The first domain focus is data-driven in order to improve student achievement. The other domains capture the other instructional supports of continuous improvement; guaranteed and viable curriculum, cooperation and collaboration and school climate.

Within the iObservation evaluation tool, the district will be able to set the percentage of weight for student growth to meet the state's requirement in both the teachers (at least 50%) and school leaders/administrators (at least 50%) evaluations. The administrative team received in-house preliminary training on the iObservation evaluation tool directly from the "Learning Sciences Marzano Center" and was assured that we could establish these growth percentage requirements with this evaluation system.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

Transformational Plan Model 3 A & B

Reward Process 3 A:

The District will reward educators that work in Kenwood Elementary school through a variety of reward and incentive methods. Teaching staff have shared some of what they view as being rewards and incentives with Principal Buckmaster at an all staff meeting, and the District concurs and supports positive reinforcement of a reward and incentive system to increase student achievement and implement instructional

programming at Kenwood. Student achievement will be measured through a progress monitoring process, and growth targets will be established as identified per curricular content areas and grade levels based on data. Documentation of student growth will be charted through the teacher evaluation process, and those teachers that have positively contributed to an increase in student achievement will receive public recognition at board meetings and within school correspondences such as newsletters, newspaper articles, website postings, etc. as a reward for a job well done.

The District's Board of Education is establishing an annual monetary reward (exact amount yet to be determined) to be rewarded to Kenwood Elementary School for positive growth in student achievement. The teachers of Kenwood Elementary Priority School would then select how to spend this money within the school to continue to promote instructional success for learning. This monetary reward for school wide positive growth in student achievement would reward and support the teachers of Kenwood Elementary Priority School.

Cadillac Area Public School District is establishing a monetary incentive of \$2,500 to recruit and retain outstanding teachers at Kenwood Elementary Priority School for the 2015-2016 school year. This incentive is to compensate full time (1FTE) teachers for the additional work that is being planned and expected as articulated in the "Big Ideas", which will in part include before and after school meetings for data analysis, curriculum work, professional development, and one on one work with students and parents. A calendar of days and times is being developed collaboratively between teaching staff and administration. It is possible that staff could put in up to the time equivalency of 10 additional days per calendar year. Likewise, a one-time \$500.00 teacher incentive will be paid to full time (1FTE) teachers selected to work at Kenwood Elementary Priority School for the 2015-2016 school year.

Other rewards for teachers will include new laptop computers with docking stations. All teachers selected to work in the priority Kenwood Elementary School will be participating in frequent PLC's and professional development. The new portable technology, laptop, will assist them in reviewing data and in implementing new instructional programming. These laptops and docking stations are valued at \$1200 each. As previously mentioned, staff's input has also identified rewards and incentives for working in Kenwood as being the entire building utilizing the same instructional strategies as a cohesive team, implementing PBIS together and having an Instructional Literacy Coach to work directly with them as teachers in their classrooms. These supports also come from the implementation of the "Big Ideas." Also, to support teachers' technology needs for new curriculum programming, by the end of 2015-2016 school year, every classroom will have an interactive whiteboard (4 new ones going in this year, and 4 next year).

To support administration and the teaching staff, a Success Worker (Teacher on a Special Assignment, TOSA) position is being created. This position is to help minimize classroom behavior disruptions, and will allow teachers to have more time on task teaching in the classroom. The Success Worker's mission is to refocus students who are struggling with behavioral and attendance issues and get them back on track academically. This will support teachers' efforts in reaching academic growth targets, and supports individual student's growth achievement. Additionally, the Success Worker will be of benefit to Principal Buckmaster by allowing her to be present and supportive as an instructional leader working directly in the classroom one on one with teachers. Teachers also commented this was seen as a reward incentive for teaching at Kenwood Elementary School, allowing for a more collaborative partnership for success.

### Removal Process 3 B:

In 2015-2016 the District will be implementing two new record keeping systems that will assist in tracking staffs' success in meeting student achievement targets. The first is a new evaluation system called iObservation and the second is a new progress monitoring system for Kenwood Elementary called iReady. The progress monitoring system will be able to adequately supply data to chart student progress in critical core content areas (English language arts and math). Other in-house assessments and standardized state assessments will also be used to chart student achievement for all core content areas. The collection of data from the various assessments will be used to determine student achievement and will be included in teachers' evaluations. Using data, teachers that fail to positively contribute to increased student achievement, or in other words continue to show no academic growth or declining results will be placed on immediate improvement plans. Improvement plans will articulate specific target goals and include a timeline for improvement (not to extend beyond current school year). Any teacher placed on an improvement plan will be supported with professional development that supports student learning and teaching, and given mentoring. Supports and mentoring can come from a variety of sources, including targeted professional development for specific needs, and mentoring supports from other buildings and/or the ISD.



By statute student academic achievement is 50% of the teacher evaluation process and failure to have positive growth would be rated as ineffective. Through the evaluation process, should the total of the other components in addition to the 50% student academic achievement rating within the evaluation summative produce an overall rating of ineffective, the teacher will be removed from Kenwood Elementary Priority School. Teachers that are placed on an improvement plan and fail to meet minimum growth targets within the timeline as outlined in their improvement plan and have an ineffective evaluation will be removed from Kenwood Elementary Priority School.

The building principal's evaluation is based on 40% academic achievement, and failure to meet positive building academic growth would be seen as ineffective. Through the evaluation process, should the total of the other components within the evaluation summative produce an overall rating of ineffective, the principal will be removed from Kenwood Elementary School.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

The Kenwood Priority School team explored available, high quality, researched-based, professional development and opportunities and constructed a plan specifically targeted to our "big ideas" and the instructional programs, identified during the Collaborative Learning Cycle.

Professional Learning Communities (PLCs) will provide an opportunity to analyze data, use student samples and planning time to implement newly acquired skills from job embedded professional development. PLCs will meet 90 minutes weekly. Up to 10 certified staff will be sent to PLC training (Professional Learning Communities at Work through Solution-Tree) to facilitate this process.

Professional Development and PLC's will be driven by data collected. Each teacher will assist students in tracking their personal growth with data folders. Building data walls (in principal's office) will be utilized to monitor each core academic area. The data will include all periodic assessments. This data will be used as part of the collaborative learning cycle to measure the effectiveness of staff delivery of academics, student growth and make key instructional decisions.

Professional Development will be ongoing throughout the next 4 years, with offerings during district professional development days; job embedded professional development and summer boot camp prior to the beginning of school. The accountability for the professional development will be evident in classroom walk-throughs, data walls, and the results of our PLCs. Stipends will be paid for professional development held outside the school day or school calendar.

On-going monitoring of instructional practices will take place to ensure that staff is implementing all core academic areas with fidelity. The principal and ISD consultants will conduct the walk through (with a rubric) monthly for each teacher. This will be supported by administrator training in the Marzano teacher evaluation tool.

As a crucial component to our academic success, staff will also focus on behavior interventions. All staff will be trained in Tribes Learning Communities. The school counselor will focus on building skills for managing behaviors and provide assistance to teachers as they create positive behavior support plans for students while involving parents to support the process. The school counselor will support staff through defining the protocol for discipline and classroom support. The counselor will also train recess staff in appropriate language and strategies to

## Redesign Plan

Kenwood Elementary School

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support positive behaviors to provide transition into the classroom so students are ready to learn.

### PROFESSIONAL DEVELOPMENT

2014-2015

Fountas and Pinnell Leveled Reading System(in-service, and implementation) Leveled Literacy Interventions "LLI" (in-service)

Observation, book study, and follow up training for The Daily 5.

Site visits to observe data dialogue and planning using formative assessments (Manistee, Mi).

Administrator, counselor, and teaching staff will attend the MiBLSi Coaching Conference to plan and further implement positive behavioral interventions and supports at Kenwood Elementary. This will provide a framework for the structure and communication strategies to properly implement our positive behavioral supports.

2015-2016

PLC practice and follow up training for staff not trained previously.

Job-embedded professional development through ISD consultant on planning effective 90 minute literacy blocks.

Walk-throughs from ISD Math specialist will be done twice yearly to identify and plan differentiated professional development to meet teacher needs.

Data Walls created to support data driven culture.

Tribes Learning Communities Training will continue as a whole staff prior to school starting and again throughout the year with focus groups for individual teacher or recess staff development.

2016-2018

In 2016-17 the Science and Social Studies Programs will become the focus. K-4 teachers will use Essential Questions, Inquiry Based Learning, and Cooperative Learning to teach the Scientific Process. K-4 teachers will also utilize strategies for teaching Social Studies, including using graphic organizers, role play, and discussion formats. These programs are vertically aligned with the Common Core Standards for Career and College Readiness.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

Recruitment and Assignment 5A:

The District's analysis of student achievement data indicated that learning gaps existed in all core content areas in various classrooms throughout the building, with key areas of concern showing up in all four core areas as assessed through the MEAP. Of grave concern was that this was a pattern that had been repeated for several years, but because the school's educational culture didn't utilize data to drive instruction or decision making, this deficit had not been addressed by the staff or the previous building administrator. As a result, the District took action, and a new building principal was hired.

The new principal analyzed the school's data and evaluated all staff. Because of repeated years of learning gaps as identified by MEAP assessments, it was imperative to restructure teaching assignments in order to support student success. Prior to the 2014-2015 school year; teachers were reassigned to other schools in the District based on their strengths, and given positive support mentors to assist them with

their new teaching assignments. The District transferred two highly qualified teachers, both of whom had demonstrated consistent growth in student achievement, from other buildings in the District to Kenwood to specifically support learning in those classrooms. One teacher excelled in literacy and math, and the other teacher was a math specialist/coach and teacher. Both of these assignments were direct transfers and were not done with any financial incentives at the time of transfer. Both of these teachers were praised with positive recognition for their work ethic and outstanding performance and both shared their own strong desire to support student success as part of their passion for teaching. Additionally, a new teacher was hired at Kenwood Elementary who came with excellent references for student engagement in the classroom. The building principal reassigned other teachers within the building to teach different grade levels due to shifts in class/grade sizes. These reassignments were also strategically done based on students' academic needs, and existing teachers were assigned according to their strengths. A new position has since been created to support Kenwood's teachers, an Instructional Literacy Coach. This position was posted to support Kenwood as a Priority School, and does include a financial incentive payment to support 15 additional per diem days on the contract, which will include some scheduled summer hours.

### Retention 5 B:

The District strongly supports having the right staff on site to accomplish the mission of successfully educating our students. Beginning with the 2015-2016 school year, to accomplish raising student achievement teachers will be required to put in extra hours of work before and after school, attend extra meetings for curriculum work and data analysis and trainings, and spend more time engaging one on one with both students and parents. In total, it is reasonable to expect that over the course of the year a teacher could figuratively put in time equivalent of up to 10 additional work days beyond a normal teaching contract. As an incentive to recognize the additional duties required of a teacher implementing the priority plan, the District will pay full-time (1FTE) classroom teachers a \$2500 stipend. In addition, a one-time incentive of \$500 will be paid to full-time teachers selected to teach at Kenwood Elementary Priority School for the 2015-2016 school year.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

The Kenwood Elementary Priority School Committee consisted of one classroom teacher from grades 1-4, two Title 1 Reading Specialists, two administrators, the superintendent, and two ISD team members. The committee initiated their search for cause associated with our school's Priority School status through extensive use of the Collaborative Learning Cycle. We began by analyzing Michigan Education Assessment Program (MEAP) data. To provide multiple sources of information, we also confirmed our results through the following data: demographic data regarding enrollment trends, subgroups of students, attendance of students and staff, discipline referrals, and suspension rates; local achievement data in the form of DIBELS and DeltaMath; process data from our School Process Rubrics (SPR40); and perception data from students, parents, and staff. All achievement data was disaggregated by subject and grade. Demographic data was disaggregated by grade and subgroup.

This data-driven study process highlighted three areas of concern. First, Kenwood's four year trend data indicated that students lagged significantly behind state averages in all subject areas associated with Michigan Education Assessment Program (MEAP) testing. Over the last three years, there has been a 5% decline in overall student achievement. The proficiency scores were so low that sub groups were not an extenuating factor for evaluating student growth. Writing proficiency has experienced the most dramatic decline from 65.5% to 29.8% over a multi-year period. In addition, staff and parent perception surveys, office discipline referrals, and suspension rates showed that Kenwood's culture and climate was negatively impacting learning.

The team then generated causal theories using the MiExcel Statewide System of Support's "Five Causal Categories." It became obvious through our data digs that improving teacher's knowledge and skills in all core areas is pertinent to increase student achievement and proficiency in Kenwood students. Another critical area focused on the development, awareness, implementation, and communication of curriculum in all core areas. It was also determined that we must promote a positive school culture and climate that is valued and protected by all stakeholders. These causal theories are present throughout Kenwood and are the basis of our big ideas.

From these big ideas, the committee investigated research-based instructional programs and strategies to address the areas of deficit. This led to an instructional plan focusing on implementing TRIBES to improve school culture and climate. Training will also be implemented to improve reading comprehension and writing through aligned job embedded professional development and coaching. Scheduling at Kenwood will be a district priority to ensure that there will be uninterrupted 90 minute reading and 60 minute math instructional blocks. Job embedded professional development will be in place to increase teacher knowledge and skills in effectively implementing Professional Learning Communities (PLCs), Multi-Tiered Systems of Support (MTSS), curriculum, and curriculum scope and sequence. Common assessments will be created and staff will be coached and guided through the process of deciphering data and using it to make instructional decisions. These

SY 2014-2015

actions address all content areas and tie directly to the causes of our low student performance.

In order to increase student achievement, we will focus on increasing teachers' knowledge, skills, and disposition in all core content areas. The Instructional programming plan is aligned with our Big Ideas categorized by focus areas of math, reading and climate and culture. Within each focus area are the procedures for the next four years.

We will implement with fidelity the math series, "Math Expressions", and all included components which was purchased for the fall of 2013. Each teacher will instruct math for 60 minutes 5 days a week. Our teaching strategies will include math talk, proof pictures, math writing, and student centered instruction. ISD math consultants will be utilized to observe and reflect to provide differentiated professional development to support teacher knowledge and skill regarding Math Expressions. The principal will do walk-throughs and provide coaching for teaching staff in best practices. Walk throughs will be done a minimum of quarterly per teacher. This will continue through the 15-16, 16-17, 17-18 school year.

Teachers in grades K-4 will be trained by teacher consultants in the use of formative assessments and how to use the data to drive small group instruction as it is a focus for the 15-16 school year. Formative assessments and small group instruction will continue to be used through the 16-17 and 17-18 school years.

During the 15 - 16 school year, teachers will conduct a 90 minute literacy block K-2, 3 - 4 will require 60 minute blocks. Teachers will receive training to improve core instruction in literacy strategies with support from the assigned ISD consultant. We will improve teachers' skills and knowledge in instructional strategies. The literacy strategies will focus on improving reading foundational skills and comprehension skills by implementing strategies from 7 Keys to Comprehension Strategies by Susan Zimmerman. Teachers will be intentional in the implementation of these strategies within their classroom focusing on one comprehension strategy per month for the 2014-2015 school year. For the 2015-2016 school year, we will refine those skills and implement close reading strategies in all grade levels Junior Kindergarten through fourth grade.

Teachers will also develop a classroom system that provides an opportunity for small group instruction. To make the most of the small group instruction, teachers will be trained in Fountas and Pinnell leveled literacy practices to match readers to their "just right text" and to group students to implement targeted strategies during the second semester of 2014 - 2015 school year. A Fountas and Pinnell consultant will train staff members as needed in the use of their system. Guided reading strategies will be implemented through the use of leveled readers such as those provided in the Leveled Literacy Intervention kits. In order to implement a school-wide balanced literacy initiative, teaching staff will implement with fidelity the classroom management and instructional practices identified and outlined in Boushey and Moser (2006) *The Daily 5: Fostering Literacy Independence in the Elementary Grades*, and Boushey and Moser (2009) *The CAFÉ Book: Engaging all students in Daily Literacy Assessment and Instruction* by June 2016. These initiatives will be carried out with fidelity for the 2016 - 2017 and 2017 - 2018 school year.

Teachers will have professional development for the MAISA Writing Units, beginning in the 2014-2015 school year, to review the pre and post-tests from the units to determine planning for future units. Professional Learning Communities (PLC) comprised of the principal, priority team, coaches and certified staff will monitor and assess the implementation of the aforementioned literacy instructional practices included in these programs utilizing district and collegial walk-throughs and building wide content specific, grade level and classroom specific Instructional Learning Cycles. This professional development will continue through the spring of 2018.

Support for the implementation and vertical alignment of instructional methods will be provided by instructional coaches, the district's school improvement facilitator, and the state assigned school support team. Daily instructional schedules will be realigned, the summer of 2015, to provide for optimal use of instructional time and job embedded professional development during PLC time. Scheduling will be a priority

throughout the spring of 2018.

Through analysis of multiple data sources (MEAP, district CNA, and DIBELS data) it was evident to see that we have not met the needs of our students, including the lowest performing students. Therefore, we identified the need for a transformational change in our pedagogical practices based on research with the assurance that there would be fidelity and vertical alignment throughout the system. Job-embedded professional development will address the identified instructional practices and programs, while developing members' competencies and confidence in their ability to analyze data to impact student achievement.

Kenwood Elementary will utilize PLCs to inform and improve teaching and learning at all levels. Teachers will have the knowledge and tools to implement this powerful process at the building and team level. Trained teachers will be expected to facilitate and participate on vertically aligned building teams setting goals that are specific, measurable, aligned to the plan, reasonable and time bound. The team and building principal will have action plans driven by the SMART goals that have monitoring pieces in place in the form of meeting agenda templates, an aligned assessment plan that provides data to drive discussion, instructional strategy development, additional professional learning and accountability as well as a structured 60 minute weekly block that is scheduled on a shared calendar. Throughout the remainder of the 14-15 school year, teachers will develop a collaborative Multi-Tiered Systems of Support process with the support of the teacher consultants at the Wexford-Missaukee ISD. Training will be provided prior to the 2015 - 2016 school year to clarify purpose, focus on learning, and how to respond when students aren't learning. Teachers will be trained to use formative assessment in the instructional learning cycle. There will be a continual systematic approach facilitating the collaboration of special education and general education needs. These learning communities will develop teacher leaders to provide sustainability for the initiative.

Through PLCs accountability for students, teachers, and instructional leadership will be focused on learning, building a collaborative culture, and results orientation so that energy is spent on targeted, specific, practical, and inspiring strategies for transforming instruction to meet the needs of all students and support learning at high levels. This PLC process for staff will be monitored through principal walk-throughs, PLC meeting notes and training, and completed work.

Building climate will be addressed through continued staff training to help build positive relationships with students and build community in the classroom. All staff were trained in Tribes learning community to build relationships with students to support student achievement in the fall of 2014. Follow up training will be provided throughout the 14-15 school year to provide opportunity for teachers to refine and reflect the practice. For the 2015 - 2016 school year, a certified Tribes trainer will work with staff to create a calendar of activities to continue working on the positive behavior supports for our students. A plan for parent engagement will be addressed to provide support for parents to be more involved in their child's instructional program and academic progress through classroom curriculum showcases and other parent events.

In year one, 2015-2016, teacher leaders and administration will participate in professional development to build capacity around PLCs. PLC time will be built into the schedule an average of 60 minutes per week. Documentation of these meetings will be available in the Google Drive and within hard copies kept by teacher leaders. A positive culture will be built using instructional rounds. We will delve deeper into professional learning communities in 2015 - 2016 through training to support Instructional Learning Cycles and usage of formative assessment. For the next two years (2016 -2017 and 2017 - 2018) Kenwood will continue to schedule collaborative time for 60 minutes per week. We will work with a site-based facilitator to analyze our progress on SMART goal attainment, alignment of resources, and a focus on evidence of results. Teams will continue to build and reflect on formative assessments to impact learning in the classroom. Professional development will be added for areas to address specific needs for progress of the teams and through job embedded coaching.

Big Ideas were developed through the collaborative learning cycle to address Tier I instruction; better communication, understanding, and implementation of curriculum; and the need for a positive climate and culture at Kenwood Elementary School. All of our curriculum will be aligned to the college and career readiness standards. Our DELTA Math and MEAP data determined the most compelling areas for

improvement in math must address understanding of math vocabulary, fact fluency, understanding of fractional representation, and foundation in the base ten number system. We anticipate fully implementing math teaching strategies within our series, Math Expressions, which will strengthen our math instructional skills.

The ELA data indicates that the overall area of weakness is comprehension. This conclusion is derived from MEAP scores and various classroom assessments. The limited data in the area of comprehension has made it difficult to arrive at a deeper understanding of our students' needs. We are looking forward to the implementation of daily guided reading, comprehension strategies, close reading strategies, and a classroom system to enable teachers to deliver small group instruction. The MEAP data showed a significant decline in writing. Writing across the curriculum will occur and will be used to provide opportunities for teachers to track student writing progress. Through our PLCs, we will focus on planning and pacing of the MAISA writing units.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

Kenwood Elementary School will create an efficient system of data collection that reviews multiple sources. Student data will be used to inform and differentiate instruction in order to meet the needs of individual students.

All Kenwood staff will collect and review data including student work to plan and assess the impact of instruction. Building wide data will be displayed in the staff common areas for the purpose of monitoring progress. Displayed data will include teacher collected data as well as standardized data. Multiple types of data, academic and behavior, will be analyzed during PLCs to determine instructional plans. Student data will also be used to determine school wide and individual job embedded professional development.

Individual student needs will be met through the MTSS process. Multi-Tiered Systems of Support (MTSS) is defined as "the practice of providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions." (G. M. Batsche et al 2005). Tier 1 is good quality instruction delivered by the classroom teacher for all students with an expectation of mastery by all students. During this process all students' progress is monitored regularly and reteaching is done as needed. Tier 2 consists of research based interventions provided in a small group setting by a classroom teacher or an interventionist. The interventions will specify the instructional procedure, duration, and frequency of instruction. Tier 2 interventions are meant to remediate academic skill deficits, allowing students to be successful in Tier 1 instruction. Tier 3 is generally performed by a specialist, and is for students that are not successful in Tier 2. Tier 3 group-size ranges will be based on needs and specific data is kept to monitor progress.

DIBELS Benchmark and Progress Monitoring will be used K-4 for the area of reading. DeltaMath will be used for benchmark testing prior year and current year skills in Math. PLCs will analyze the results of these assessments to design intervention strategies and schedules. As a component of MTSS, Behavior Intervention Teams will be used to address school culture and climate. They will assist PLCs in analyzing office discipline referrals, attendance, and other culture related data.

Regular and ongoing assessments are the expectations of all staff members. Pre and Post assessments will be developed and used to inform instruction. To increase student achievement, PLCs will collaborate for a minimum of 90 minutes each week. During this time we will analyze student data to determine best instructional practices and interventions. Principal and ISD Consultant walk-throughs will monitor

fidelity of PLC collaboration and instructional practices.



## **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

Time for Core Subject, 8 A:

Kenwood Elementary will be redesigning the current schedule. Specials schedules will be aligned to allow for common planning time amongst grade level teachers as well as to provide time to incorporate the 90 minute literacy block for grades K-2 and 60 minutes for grades 3 - 4, as well as a 60 minute math block for each grade level. Those blocks will be determined by administration and a scheduling team and will be posted at each classroom door as well as communicated to the parents to promote uninterrupted learning time. Success Maker blocks will be eliminated allowing for 40 minutes additional instructional time for grades 2 - 4. This will provide common math and ELA as well as time for consistent writing blocks. There will also be Title I and enrichment blocks incorporated to provide interventions as well as enrichment for students.

Time for Core Subject, 8 B:

The district will support increased time in enrichment activities through extending the school day by ten minutes, adding five minutes in the morning and five minutes in the afternoon. Kenwood will also have priority in scheduling specials teachers to make sure that the instructional blocks and common planning times can be implemented to allow staff time to collaborate and effectively implement priority plan instructional strategies.

Time for Professional Development, 8 C:

The district will support additional time for professional development by adding additional days to staff professional development for Kenwood to support preparation and training for implementation of the priority plan strategies, data analysis, and professional learning communities work. Teachers will meet one hour weekly, as a Kenwood Professional Team to review progress monitoring, discuss strategies, and document progress.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

The Kenwood Leadership Team researched school improvement plans from across the state that highlighted parent engagement activities leading to student success in the classroom. We explored a variety of parent engagement strategies to assist in building our learning community and improving school culture. Our three focus categories to structure a plan of action include: Parents and Teachers of Kenwood (PTK), Classroom Curriculum Showcase Events to bring awareness and involvement to parents for our strategies to improve student achievement, and Student Recognition Events. Participation will be documented for each event.

Beginning 2015-2016 Kenwood Elementary School will have a newly formed PTK and will work to increase parent participation. Both teachers and parents will work collaboratively to enhance the Kenwood Elementary education programs. In addition, teachers will assist PTK sponsored events which will include soliciting volunteers, fundraising, and volunteering at (outside the school day) events. PTK will be involved with a variety of activities including but not limited to the following: Book Fair- 2x a year, Family Movie Nights, Field Day, Monthly Coffee with the Counselor to discuss pertinent issues, Volunteers at events, Mother-Son Event, Father-Daughter Dance.

The teachers of Kenwood Elementary will facilitate a number of teacher directed events to invite parents into the building. These events will enhance the academic and social success of students; therefore supporting our big ideas. Prior to the opening of a new school year parents will be encouraged to attend an annual Open House and Kindergarten Meet the Teacher Day. A plan will be developed to create Parent Workshops that will be held to increase academic and social success. Parent and Teacher Conferences will be held at least two times a year to share student growth. Newsletters will be used to increase parent awareness. Parents will be encouraged to use the Kenwood Elementary website, classroom newsletters or teacher websites for weekly updates.

Community partnerships support Kenwood as well. We have mentoring organized by area churches as well as a backpack program that provides food to each family in need on Fridays. Our afterschool tutoring program benefits from a partnership with the Cadillac Area YMCA who provided nutrition education as well as structured vigorous play for students along with tutoring with CAPS teaching staff. We also collaborate with the Wexford County Transit Authority to provide transportation for students needing a ride home from tutoring. We have volunteers who work in the classrooms and who tutor students individually and we also work with area churches to promote mentor programs for Kenwood students.

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

Transformational Plan Model #10 A

Operational Flexibility 10A:

The administration and School Improvement Team of Kenwood Elementary have created a Transformation Model plan. This plan incorporates "best practice" strategies designed to support and increase student achievement, and increase teacher knowledge and skills. In order to effectively implement their plan, Kenwood Elementary has been given autonomy over its Title 1 budget (subject to federal regulations) in order to plan for staffing, professional development, programming and incentives.

As part of the plan, this year a new Literacy Coaching position was created and it is being funded out of Title dollars. Likewise, programming for data and assessment needs - iReady, is also being paid for out of Title dollars. Staff training and materials for the implementation of Positive Behavior Intervention Supports (PBIS) is also being implemented due to decisions of the Kenwood School Improvement Team. The building principal, Mrs. Buckmaster, has been given the flexibility to select staff assignments within her building and to hire staff that meet the requirements necessary to carry out the transformation plan. Additionally, the principal along with the building staff have worked collaboratively to redesign the building schedule in order to create more instructional time for both core and elective courses.

As a School Improvement Team, the "Big Ideas" were created, and within those ideas extensive professional development was planned for all staff. This will include additional time for staff beyond their traditional teaching calendar, and to compensate for this time, an incentive was created to support this extensive work. This incentive will in part be paid for out of Title funds.

Overall, Kenwood Elementary has budgeted to meet their needs for this upcoming year, and worked closely with the District's State and Federal Programs Director to assure they are meeting federal regulations. They have complied with usage of funds and have researched best practices to assure that all efforts are aimed at improving student achievement and increasing teacher effectiveness.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

Cadillac Area Public School is working in partnership with our local ISD and the Michigan Department of Education. Additionally, we have contracted with other outside educational leaders to help support us in this Transformational process. As described in previous sections, the District has provided additional administrative supports for the building principal, and hired high quality teachers, mentors and coaches for the SY 2014-2015

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classroom. Additionally, the District is purchasing new programming to assist in gathering relevant and up to date data to help drive decisions and guide instruction. Through the ongoing process of progress monitoring, and additional support systems and resources put in place, Kenwood Elementary is ready to increase student achievement

The superintendent, Joann M. Spry, is the District's designated Central Office contact person. She has participated in trainings with the ISD, and MDE and will continue to serve on the Priority School Improvement Team. The superintendent will also continue to attend ongoing trainings to support Kenwood Elementary School's progress.